



R.E Coverage Map

Nottinghamshire R.E Syllabus 2021 – 2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FOUNDATION STAGE 1						
<ul style="list-style-type: none"> • I can express feelings, desires, and needs. • I can express my own preferences and interests. • I can respond to the feelings of others. • I can show affection and concern for people who are special to me. • I can repeat songs, rhymes, stories, and familiar phrases. • I can see my new friends have similarities and differences that connect them to, and distinguish them, from others. • I can notice features of objects in the environment. 	FS1 Autumn 1 / 2	FS1 Autumn 1 / 2				
<ul style="list-style-type: none"> • I can ask questions and I can respond to questions using simple sentences. • Continue to develop positive attitudes about the differences between people. • Begin to understand the need to care for and respect the natural environment and all the living things. Talk about what they see, using a wide vocabulary. 			FS1 Spring 1 / 2	FS1 Spring 1/2		
<ul style="list-style-type: none"> • I can turn my head and focus on adults and friends as I speak and play, responding to comments. • I can ask and respond to 'why' questions. • I can follow a story with props and pictures. • I can show interest in the lives of other people or events. • I can see similarities and differences between people. • Be able to express a point of view and debate whether they disagree with an adult or friend, using words as well as actions. • I am confident to talk to other children and will communicate freely about my home and community. • I can usually adapt my behaviour to different events, social situations and change of routine. • I can talk about events and characters in books. • I can remember and talk about significant events in my own experience. • I can recognise and describe special times or events for family or friends. • I can ask questions about aspects of my familiar world such as the place I live or the natural world. • I can show care and concern for living things and the environment. 					FS1 Summer 1 / 2	FS1 Summer 1 / 2
FOUNDATION STAGE 2						
<ul style="list-style-type: none"> • I am confident to talk to other children when playing and will communicate freely about my home and community. • I can join in with rhymes and stories. • I can remember and talk about significant events in my own experience. • I can show interest in the lives of people who are familiar to me. • I can talk about some of the things I have observed such as plants, animals, natural and found objects. • I can sing a few familiar songs 	FS2 Autumn 1 / 2	FS2 Autumn 1 / 2				
<ul style="list-style-type: none"> • I am confident speaking in front of a small group. • I can usually adapt my behaviour to different events. Social situations and changes in routine. • Express feelings and the feelings of others. • I start conversations, attend to, and take account of what others say. • I can explain my own knowledge and understanding and ask appropriate questions of others. • I can talk about events and characters in books. • I can recognise and describe special times or events for family and friends. • Recognise that people have different beliefs and celebrate special times in different ways. 			FS2 Spring 1 / 2	FS2 Spring 1 / 2		
<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Show sensitivity to their own and other's needs. 					FS2 Summer 1 / 2	FS2 Summer 1 / 2



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<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Know some similarities and differences between different religious and cultural communities in this country, drawing on some experience of what has been read in class. • Perform songs (rhymes and poems) with others. 							
<p>These are suggested questions which will run through the 'I can' statements throughout Reception:</p> <ul style="list-style-type: none"> • Which stories are special and why? • Which people are special and why? • Which places are special and why? • What times are special and why? • Our wonderful world: How can we care for living things and the Earth. 							
<u>KEY STAGE ONE – Year 1</u>		<u>Enquiry</u>					
<u>Unit</u>							
Celebrations and Festivals.	Who celebrates what and why?		Cycle A				
Myself and caring for others.	How do we show we care for others? What does it matter?	Cycle B					
Beliefs and Teaching.	Stories of Jesus: What can we learn from them? How do religious stories make a difference in people's lives?	Cycle A					
Symbols in religious worship and practice.	In what ways are churches / synagogues important to believers?		Cycle B				
<u>KEY STAGE ONE – Year 2</u>		<u>Enquiry</u>					
<u>Unit</u>							
Leaders.	What makes people inspiring to others?			Cycle A			
Believing.	What do Jewish people believe about God, creation, humanity, and the natural world?			Cycle B			
Belonging.	What does it mean to belong?					Cycle B	
Stories	Jewish and Christian Stories: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?					Cycle A	
<u>KEY STAGE TWO</u>							
<u>Year 3</u>							
Beliefs and questions.	What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world, and others have impact on their lives?						Cycle B



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Religion, family, and community: Prayer	How do religious families and communities practice their faith? The example of prayer.		Cycle B				
Worship and Sacred Places	Where, how, and why do people worship? Investigating places of worship in Nottingham City and Notts.	Cycle B					
Inspirational people from the past.	What can we learn from inspiring people in sacred texts and in the history of religions?	Cycle A					
Year 4							
The journey of life and death:	Why do some people think life is like a journey? Where do we go? What do different people think about life after death?				Cycle B		
Symbols and religious expression:	How do people express their religious and spiritual ideas on pilgrimages?				Cycle A		
Spiritual Expression.	Christianity, music, and worship: what can we learn?			Cycle A			
Religion, family, community, worship, celebration, ways of living.	How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?		Cycle A				
Year 5							
Inspirational people in today's world.	What can we learn from great leaders and inspiring examples in today's world?	Cycle A					
Religion and the individual: what matters to Christians?	What is expected of a person in following a religion or belief? What matters most to Christians in their religion?		Cycle A				
Beliefs and Questions.	How do people's beliefs about God, the world and others have impact on their lives?			Cycle A			
Beliefs in action in the world.	How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?						Cycle A
Year 6							
Teachings, wisdom, and authority.	What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?	Cycle B					



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Religion, worldviews, family, and community:	What contributions do religions make to local life in Nottingham City and Notts? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?		Cycle B					
Beliefs in action in the world.	How do religions and beliefs respond to global issues of human rights, fairness, social justice, and the importance of the environment?							Cycle B
Beliefs in action in the world.	What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?						Cycle B	